

DOCUMENT RESUME

ED 217 446

CS 206 973

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TITLE Scholastic Journalism Education: Benchmark 1982.
PUB DATE Jul 82
NOTE 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Courses; *Curriculum; *Curriculum Research; Higher Education; *Journalism Education; Secondary Education; Staff Utilization; Surveys; *Teacher Education

ABSTRACT

Noting that no institution listed in "Accredited Journalism and Mass Communications Education, 1981-82" offers a scholastic journalism or secondary education sequence accredited by the American Council on Education in Journalism and Mass Communications, a study was conducted to examine the courses in the sequences that were offered at the institutions listed. The current undergraduate and graduate catalogs of 38 colleges and universities were studied, 8 more than the number of schools listing a secondary education or scholastic journalism sequence. Results showed that the 38 institutions offering journalism education programs were generally well staffed; with faculty size ranging from 1 to 42 full time persons, and with the average faculty consisting of 15 full time, 4 part time and 3 special or emeriti staff. The courses were combined into a journalism teaching minor or major for students who earn either a bachelor's degree in education with a major in journalism education or a bachelor's degree in journalism plus a teaching certificate. On the average, these sequences permit no wholesale enrollment in communications or journalism courses. The major observation on this analysis is that emphasis on the programs studied is on practical courses such as news writing, reporting, and editing--as opposed to historical, interpretative or analytical coursework. Only 30% of all sequences require study of journalism history. (HTH)

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Scholastic Journalism Education: Benchmark 1982

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July 1982

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Scholastic Journalism Education: Benchmark 1982

Is there anything in the paper, Sir?

Anything in the paper! All the world is in the paper. Why, Madam,...., it is enough for a year's history, and ten times as much meditation.--Ihackery[1]

The role of scholastic journalism education is unclear.[2] Former Columbia Scholastic Press Association Director Joseph M. Murphy saw the scholastic press as a champion of literacy.[3] Helping students to learn how to write well was the more important contribution scholastic media and scholastic journalism education made.

Ulysses J. Houston, president of the Washington Scholastic Press Association, has described the role black scholastic media played in the civil rights movement as instrumental rather than superficial; the black student press was militant, carrying the message that the time had come for blacks to take their rightful place in society.[4]

[1]Lucy Maynard Salmon, The Newspaper and the Historian. New York: Oxford University Press, 1923, p. 1.

[2]Eight colleges or universities included in the "Schools and Departments of Journalism" section of Journalism Educator do not list their scholastic journalism or secondary education sequences in that publication. It seems worth noting that the University of Iowa, the home of Quill & Scroll Society, does not appear to offer a scholastic journalism major. See Journalism Educator 36 (January 1982) 4.

Journalism Quarterly Cumulative Index and the supplement to it reveal no listing under the title "scholastic journalism." Both indexes list "high school journalism" under their "Education for Journalism" category. See Journalism Quarterly Cumulative Index to Volumes 1-40, 1924-1963 and Journalism Quarterly Special Supplement: Cumulative Index to Volumes 41-50, 1964-1973.

[3]Mr. Murphy spoke on the role of the scholastic press following presentation of an award to him at a meeting of the "Secondary Education Division" of the Association for Education in Journalism in Boston in 1980.

Playing an integral part in democracy and its business is the role Houston advises scholastic media serve. "Scholastic journalism provides the backbone for the entire system of American democracy. Under attack as never before, the system of scholastic journalism needs to make its advisers aware of what it is they are really doing." [5]

Echoing similar thoughts, Robert F. Knight asked recently if we have "just lived through a 'Golden Age' of scholastic journalism without being fully aware of that fact." [6] Knight recounts the success of scholastic media in the 1930s, 1940s and 1950s. He suggests, however, that it was in the 1960s and 1970s that school ~~media went~~ outside the school into the community to "probe problems that concerned young people;" [7] and it was this investigative reporting that made and makes the school press a significant force in society.

Edmund C. Arnold and Hillier Kreighbaum suggest the scholastic press is "the same but different" from the commercial press which

[4] Mr. Houston first discussed the role of the black student press at a seminar during the Shippensburg State College Summer High School Journalism Workshop in 1976. He has returned to that subject in presentations at Washington Scholastic Press Association and Columbia Scholastic Press Association Conventions.

[5] "What Scholastic Journalism is All About?", The School Press Review 57 (Spring 1982) 7:20. This issue of the Review is actually a program for the 58th Annual Convention of the Columbia Scholastic Press Association which was held in New York City on March 17-19, 1982.

[6] Robert P. Knight, "Scholastic Journalism Comes of Age," The School Press Review 57 (November 1981) 4:8-12.

[7] Ibid.

[8] Edmund C. Arnold and Hillier Kreighbaum, Handbook of Student Journalism (New York: New York University Press, 1976), See Chapter 2, "The Function of Scholastic Journalism," and especially page 10.

has the goal of mirroring "its world in its cycle." [8]

Scholastic Journalism v Secondary Education

The dilemma of finding "the role" of scholastic journalism is not really much of a problem since there obviously is no one role to find. That said, one can move to a related question which prompted this paper initially: What is the status of scholastic journalism education at major colleges and universities in the United States? That is the question this study addresses.

Scholastic Journalism is rich and vital. It touches early and closely the lives of millions of youngsters who may never become journalists. They will, however, hold lasting impressions of journalism as they learn and practice it in elementary and secondary school. We in turn hold a key of sorts to what they will be taught. We influence their teachers through the classes they take or don't take. We are in a position to influence the judgment of students who may someday decide the future of a free press in this nation. What have those students learned? What action will they take in current and subsequent battles for freedom of the press, both scholastic and commercial? [9]

We ask these questions because "Secondary Education" rather than "Scholastic Journalism" is the name given a division of the Association for Education in Journalism. This causes us to wonder what relation there is between the title of the division and the texture of scholastic journalism education in the United States. [10] What do colleges and universities teach teachers about journalism?

[9] See for instance George E. Stevens, "Contract Law, State

We hope this brief paper both answers this question and adds to our knowledge of scholastic journalism. We hope, too, that both teachers and students find it useful.

A Bit of History

Edmund Arnold and Hillier Kreighbaum have traced briefly the history of scholastic journalism in the United States. They tell us it dates from 1777 when students of the William Penn Charter School in Philadelphia published handwritten issues of "The Students' Gazette." [11] No copies of the Gazette remain, according to Arnold and Kreighbaum, although approximately 60 copies of it were published in 1777 and 1778.

"The Literary Journal," a copy of which can still be examined, was published by the Latin School in Boston. It dates to May 9, 1829. [12] Salmon's discussion of the history of "amateur journalism" suggests any number of sources that remain to be mined for the meaning they would shed on this subject. She also suggests in her notes that scholastic journalism may not have been too much different in the nineteenth century than it is today. On the one hand, a copy of a school journal of 1837 she inspected "shows that the subjects of its articles and editorials tallied almost perfectly with the subjects discussed at that time in the printed press." [13] On the other, she

Constitutions and Freedom of Expression in Private Schools," Journalism Quarterly 58 (Winter 1981) 4: 613-617, 623.

[10] We attach some significance to the fact that the "Secondary Education Division's" membership is down considerably from 1980. Journalism Quarterly 58 (Winter 1981) 4: 705. Knight suggests the title or name is inappropriate since it does not attract a sizable number of secondary school teachers to the division. See Knight, p. 8.

also noted: "R. Chambers, writing in 1838 of 'Playing at Newspapers,' gives an account of the publication of two numbers of the Inveresk Gazette by boarding school boys." [14]

The status by which the scholastic enterprise was known is obvious in a number of long forgotten titles Salmon relied upon: A Cyclopedia of the Literature of Amateur Journalism; The Amateur's Guide for 1875; A History of Amateur Journalism; The Career and Reminiscences of an Amateur Journalist; History of the National Amateur Press Association.

These amateur journals concerned both the "present interests" and the "future ambitions" of the students who published them. [15] The journals were established, Salmon reports, by "alert boys and girls" [16] whose demands were not then satisfied by the twentieth century interest in "sports, athletics, and all forms of physical recreations,....." [17]

Interest in the scholastic press swelled markedly in the early part of the 1920's with the establishment of organizations such as the Columbia Scholastic Press Association. A detailed history of the work of that organization and its founder Joseph Murphy has just been published in part in The School Press Review. [18] One would guess histories of scholastic journalism in each of the 50 United States remain to be written.

[11] Edmund C. Arnold and Hillier Kreighbaum, Handbook of Student Journalism (New York: New York University Press, 1976) p. 9.

[12] Ibid.

[13] Salmon, pp. 23-24.

[14] Ibid.

[15] Ibid.

[16] Ibid.

[17] Ibid.

Scholastic Journalism Today

Today, scholastic journalism is a mammoth enterprise. Something on the order of 50,000 scholastic publications are issued annually or more frequently by those who work on scholastic newspapers, yearbooks, literary magazines and departmental and foreign language publications. These figures do not account for the growing number of schools and students involved in radio and television broadcasting.

Thousands of students annually attend scholastic press conventions in their own states. Many also attend regional meetings held by CSPA, National Scholastic Press Association and other groups. Additional thousands also attend week long summer scholastic journalism institutes and workshops. These are sponsored and run by colleges and universities and by commercial publishing companies.

Despite the importance of educating scholastic journalists and their teachers and the parallel notion that education, nee literacy, is the only solution to many societal dilemmas we face, scholastic journalism education is apparently a step child, albeit a necessary one perhaps, in the Association for Education in Journalism.[19] This point is supported in part by survey evidence which follows. That evidence constitutes the balance of this paper.

[18] Barbara Hines, "A History of the Columbia Scholastic Press Association 1924-1981," The School Press Review 57 (Spring 1982) 7:40-74.

[19] See Knight and note 2 above.

Scholastic Journalism Education

at

ACEJMC Accredited Colleges and Universities

No college or university listed in the publication "Accredited Journalism and Mass Communications Education, 1981-82," offers an ACEJMC accredited "scholastic journalism" or "secondary education" sequence.[20] The reach of ACEJMC, The American Council on Education in Journalism and Mass Communications extends to "agricultural journalism" and to "home economics journalism" but not to "scholastic journalism education." This fact prompted us to find out what unaccredited "secondary education" looks like.

Methodology

To determine what the scholastic journalism geography is like, the authors undertook a survey of all "secondary education" or "scholastic journalism" sequences offered at colleges and universities listed in the current published ACEJMC list.[21] They wrote to each college and university requesting copies of their current undergraduate and graduate catalogs. Approximately 50 per cent of the 80 schools listed by ACEJMC responded to the first request. A reminder letter was sent to the remaining schools, and catalogs began to arrive again, although all 80 sets have not yet been received at SSC.

[20] American Council on Education in Journalism and Mass Communications, "Accredited Journalism and Mass Communications Education, 1981-82," 1981.

[21] Ibid.

The mail requests were supplemented by a trip to The Library of Congress in Washington D.C. where most catalogs are available in microform. The remaining information needed was obtained by telephone interviews with personnel at several schools. In two cases a "journalism education" program was listed in a catalog but no requirements for that program were included. In other cases neither the microform holdings nor mail requests for information yielded the needed catalogs and facts. At the conclusion of the information gathering phase, data had been collected on "journalism education" programs at 38 colleges and universities. This is eight more than the number of schools that list a secondary education or scholastic journalism sequence in the current issue of Journalism Educator. [22]

Each undergraduate catalog received was scanned for scholastic journalism listings. Information found was recorded on a survey instrument for later review and compiling. Tabular data were stored in computer files for easier recall and summarization. Final tables were rechecked manually against 10 percent of the survey forms to avoid computer mangled data.

Figures in tables below were compiled from the latest catalog available for each institution, or otherwise as mentioned; the majority were published in 1979 or later although their cover dates suggest they were published in 1980 or after. We think the division might question why eight colleges or universities listing "journalism education" in their catalogs do not include such a sequence in their entries in Journalism Educator.

[22] "Schools and Departments of Journalism," Journalism Educator 36 (January 1982) 4.

Table 1

Scholastic Journalism Education: Benchmark 1982

Journalism Faculty at 18 Selected Schools[1-1]

Institution	Full Time	Part Time	Adjunct	Special
Alabama, U of	29	8		
Arizona State U	15			6
Arizona, U of	15			
Northern Arizona U	11	2		
Arkansas State U	19			
Arkansas, U of	11			
Henderson State U (Ark)	4	1		
California State U, Long Beach	25			
Florida, U of	42			3
Northern Illinois U	16		1	
Ball State U (Indiana)	16	7		
Indiana State U	4			
Indiana U	27	5		4
Drake U (Iowa)	12	10		1
Kansas, U of	40			
Murray State U (Ky)	9	7		1
Western Kentucky U	12	4		
Michigan State U	13			

[1-1] These figures were drawn from "Schools and Departments of Journalism," *Journalism Educator* 36 (January 1982) 4.

Table 1 (Continued)

Scholastic Journalism Education: Benchmark 1982

Journalism Faculty at 38 Selected Schools

Institution	Full Time	Part Time	Adjunct	Special
Mankato State U (Minn)	5	4		1
Southern Mississippi, U of	6	1		
Northeast Missouri State U	9			
Nevada-Reno, U of	5	7		
Bowling Green State U (Ohio)	13		2	
Oklahoma State U	20	6		7
Oklahoma, U of	29			1
Oregon State U	7	5		5
Pennsylvania State U	18			
Angelo State U	1	6		
East Texas State U	10		2	1
North Texas State U	16			1
Texas A&M U	16			
Texas Christian U	14			
Texas Tech	22	1	1	1
Marshall U (W. Va.)	10	2		5
West Virginia U	17			
Wisconsin-Eau Claire, U of	8	3	2	1
Wisconsin-River Falls, U of	4			
Wyoming, U of	13	3		5

Table 2

Scholastic Journalism Education: Benchmark 1982

Programs, Degrees Offered at 38 Selected Schools

College or University Offering Program	Program Name	Degree Granted [2-1]
Alabama, U of	Journalism Education	BA or BSED
Arizona State U	Journalism Education	BAED
Arizona, U of	Teaching Major	BAED
Northern Arizona U	Journalism	BSED
Arkansas State U	Printing	BSED
Arkansas, U of	Journalism Teaching	BED [2-2]
Henderson State U (Ark)	Journalism	BSED
California State U, Long Beach	Teaching Option, Journalism	BA
Florida, U of	Journalism or Broadcasting for Teachers	BSJ, NS [2-3]
Northern Illinois U	Journalism Education	BA
Pall State U (Indiana)	Teaching Journalism	BED
Indiana State U	Teaching Curricula, Journalism	BA or BS
Indiana, U of	Journalism	BA + TC [2-4]
Drake U (Iowa)	Journalism Teaching	BAJ
Kansas, U of	Secondary Education, Journalism	BSED
Murray State (Ky)	Journalism Education	BA or BS

[2-1] Determining degrees colleges grant is a maddening and often fruitless task. No doubt a graduate of one of our better schools

Table 2 (Continued)

Scholastic Journalism Education: Benchmark 1982

Programs, Degrees Offered at 38 Selected Schools

College or University Offering Program	Program Name	Degree Granted [2-1]
Western Kentucky U	Journalism Education	BA
Michigan State U	Journalism Education	NS
Mankato State U	Mass Communications, Minor	BS + TL [2-5]
Southern Mississippi, U of	Journalism Education	BS
Northeast Missouri State	Communication Education	BS ED
Nevada-Reno, U of	Journalism Teaching	BED
Bowling Green State U (Ohio)	Journalism	BS ED
Oklahoma State U	Teaching Licensure in Journalism	BS
Oklahoma, U of	Teacher Certification	BAJ
Oregon State U	Secondary Education, Journalism	NS
Pennsylvania State U	Communication Teaching: Journalism	BS SECED
Angelo State U (Texas)	Journalism Major w/ TC	BA
East Texas State U	Teacher Education in Journalism	NS
North Texas State U	Teaching of Journalism	BA [2-6] or BS + TC

could take on the mission of consulting catalog makers.

[2-2] Likely a bachelor's degree in education.

[2-3] "NS" = not specified.

[2-4] "TC" = teaching certificate.

[2-5] "TL" = teaching licensure.

[2-6] Study for a BA includes a foreign language at some schools.

Table 2 (Continued)

Scholastic Journalism Education: Benchmark 1982

Programs, Degrees Offered at 38 Selected Schools

College or University Offering Program	Program Name	Degree Granted
Texas A&M U	Teacher Certification for Journalism Majors	BA or BS + TC
Texas Christian U	Journalism Teaching	BSED
Texas Tech	Teacher Education	BED
Marshall U (W. Va.)	Journalism 7-12	BED
West Virginia U	Journalism Education	BSJ
Wisconsin-Eau Claire, U of	Journalism Teaching	BA + TC
Wisconsin-River Falls, U of	Education in Journalism	BED
Wyoming, U of	English, Journalism for Secondary Teaching	BED

Table 3

Scholastic Journalism Education: Benchmark 1982

Course Requirements at Selected Schools[3-1]

College or University	Number of Required C & J Courses	Number of Elective C & J Courses Required	Total C & J Course Hours Required
Alabama, U of	18	11	130 SH
Arizona State U	16	15	136-SH
Arizona, U of	17	13	130-SH
Northern Arizona U	110	1	130 SH
Arkansas State U	111	18-H	140-SH
Arkansas, U of	15	13	124 SH
Henderson State U (Ark)	16	14	130 SH
California State U, Long Beach	15	13-5	124-32 SH
Florida, U of	110	1	133 SH
Northern Illinois U	18	11	130 SH
Purdue State U (Indiana)	19	130+10H	154-6H
Indiana State U	17	12	1NS
Indiana, U of	17	12-4	127-33 SH
Drake U (Iowa)	19	110-H	137-SH
Kansas, U of	17	110-H	137-SH
Murray State U (Ky)	19	11	130 SH

[3-1] These figures were compiled from the most current catalogs available or from information obtained by telephone interview with personnel at the colleges and universities concerned.

Table 3 (Continued)

Scholastic Journalism Education: Benchmark 1982

Course Requirements at Selected Schools[3-1]

College or University	Number of Required C & J Courses	Number of Elective C & J Courses Required	Total C & J Course Hours Required
Western Kentucky U	9	6 HRS	33 SH
Michigan State U	10		30 SH
Mankato State U	7		22-25 QH
Southern Mississippi, U of	7-8		33 SH
Northeast Missouri State U	9	12	32 SH
Nevada-Reno, U of	10	3	26-SH
Bowling Green State U (Ohio)	10	1	42-TH
Oklahoma State U	7	19 SH	35 SH
Oklahoma, U of	7	1	24 SH
Oregon State U	7		19 TH
Pennsylvania State U	11	3	12-TH
Angelo State U (TX)	7		30 SH
East Texas State U	7	1	24 SH
North Texas State U	11	0	33-SH
Texas A&M U	9	2	33-SH
Texas Christian U	5	3	24-SH
Texas Tech	7	6 SH	28 SH
Marshall U (W. Va.)	9	1	32 SH
West Virginia U	8	3/6-H	33-SH

Table 3 (Continued)

Scholastic Journalism Education: Benchmark 1982

Course Requirements at Selected Schools[3-1]

College or University	Number of Required C & J Courses	Number of Elective C & J Courses Required	Total C & J Course Hours Required
Wisconsin-Eau Claire, U of	11	2	36-SH
Wisconsin-River Falls, U of	14	1	51 QH
Wyoming, U of	16	2	24 SH

Table 4

Scholastic Journalism Education: Benchmark 1982

Required Subjects at 38 Schools [4-1]

Subject	Number of Schools Requiring Subject	Approximate Percentage of Schools Requiring Subject
Advertising	14	37%
Advertising Copy	1	3%
Broadcast Journalism I	1	3%
Broadcast Journalism II	1	3%
Broadcast News	1	3%
Broadcasting	5	13%
Classroom Utilization of Methods & Materials	1	3%
Communication(s) in Society	4	11%
Communication(s), Mass	12	32%
Communication(s), Mass, Theory & Principles	1	3%
Communication(s), Skills	1	3%
Communication, Visual	1	3%
Current Issues	1	3%
Editing, various titles	30	79%
Editing, Advanced	5	13%
Ethics (+5 with law or history)	12 (7)	5% (18%)
Graphic Arts	9	24%

[4-1] These figures were compiled from the most current catalogs available or from information obtained by telephone interview.

Table 4 (Continued)

Scholastic Journalism Education: Benchmark 1982

Required Subjects at 38 Schools

Subject	Number of Schools Requiring Subject	Approximate Percentage of Schools Requiring Subject
History, various titles	11	30%
Interpreting Contemporary Affairs	1	3%
Interpreting the Day's News	1	3%
Interpretive & Opinion Writing (Editorial)	2	5%
Journalism, Teaching	9	24%
Law, various titles	17	45%
Layout & Design	5	13%
Letterpress & Bindery Operations	1	3%
Magazine Production	1	3%
Magazine Writing	2	5%
Newsgathering	1	3%
Paper and Ink	1	3%
Photography	9	24%
Photojournalism, Intro	11	30%
Practicum	4	11%
Press and Society	3	8%
Printing	4	11%
Public Affairs Reporting	4	11%
Public Relations	2	5%

Table 4 (Continued)

Scholastic Journalism Education: Benchmark 1982

Required Subjects at 38 Schools

Subject	Number of Schools Requiring Subject	Approximate Percentage of Schools Requiring Subject
Radio Station Operation	1	3%
Radio/Television News	2	5%
Reporting	21	55%
Reporting, Advanced	14	37%
Reporting & Writing	3	8%
Reporting & Writing, Advanced	1	3%
Reporting & Editing	1	3%
Reporting & Editing, Advanced	1	3%
Supervising School Publications	14	37%
Typography	3	8%
Writing, Feature	3	8%
Writing, Mass Media (various titles)	6	16%
Writing, News	12	32%

Summary and Conclusions

We did not do much reading of program goals and objectives as we scanned and hunted our way through sometimes inscrutable collections of rules and regulations known popularly as college catalogs. We were struck, however, by this statement from the school of Journalism at Oklahoma State University.[22]

A modern democratic society cannot live by its ideals if its mass media practitioners are merely competent technicians who worry less about what is reported to the people than how it is reported. Citizens must have accurate information about social, political and economic problems as well as knowledge of actions taken by government agencies at all levels. From village council to Supreme Court, there can be no exception from the rule that public business is the public's business.

We college folk do a pretty good job of remembering the "truth" contained in the OSU statement. When we forget some of the specifics of the continuous battle for press freedom, research of some sort or reading a good history reminds us of the rules and stakes of the game.

Are those rules and stakes part of "scholastic journalism education"?

The 38 universities offering "journalism education" programs are generally well staffed. Faculty size ranges from 1 full time person at Angelo State University in Texas to 42 faculty at the University of Florida. The average faculty has 15 fulltime, 4 part time and adjunct, and 3 special faculty, usually emeriti. Faculty at the 38 schools from which data for this paper were drawn teach journalism or mass communications courses. These are combined into a journalism teaching minor or major by students who earn either a bachelor's

[22]Oklahoma State University Catalog 1981-1981, p.92.

degree in education with a major in journalism education or a bachelor's degree in journalism plus a teaching certificate of some sort.

On the average, these sequences permit no wholesale enrollment in communications or journalism courses. Teaching majors are generally held to the same limited number of professional C & J courses as other communications or journalism majors, rarely more than ten. The average number of semester hours required in all programs was 30.

The major observation in this analysis is that emphasis in the programs studied is on practical courses such as news writing, reporting and editing as opposed to historical or interpretative or analytical coursework. That only 11 of 38 or 30% of all sequences require study of journalism history is a striking comment on the state of "journalism teaching" education, where this sample is concerned. The situation concerning communications law is somewhat better with 17 of 38 schools requiring students to study that subject. Few schools required students to study ethics, on the other hand.

Based on the courses required across the 38 schools, a model journalism education program today includes the following required courses. The percentage noted after each is the approximate number of schools in this sample that required each course.

- Editing 79%
- Reporting 65%
- School journalism or teaching 60%
- Photography 54%
- Introduction to Mass Communications 50%
- Journalistic Writing 50%
- Communications Law 45%
- Advanced Reporting 40%
- Advertising 37%
- Graphics or Layout 37%
- History 30%

The basic courses required at 50 per cent or more of the schools are writing, reporting, editing, photojournalism, introduction to mass communications and school journalism or teaching.

When Joseph M. Murphy founded the Columbia Scholastic Press Association, he wrote a list of aims of the organization. The last item on that list reads: "12. To play the game for the fun of the game." [23] Murphy was counseled to be apolitical by his mentor at Columbia who encouraged him to found CSPA. [24] Consequently, he stressed first on his list of aims this point: "1. To make good writing the basis of successful school publication work." [25] Murphy's mentor had told him: "'If you stick to the teaching of good writing to youngsters in high school...teaching them to write good, straight, simple, direct English, no one is going to criticize you.'" [26]

We do not wish to say the game of scholastic journalism should not be played for its own sake. There is ample evidence that that is exactly what is occurring in the majority of programs surveyed here. But over concern with techniques at the expense of vital subjects such as history, law and ethics seems unwarranted. Such a practical trend suggests a review of both the rules of the game and the game itself are in order. This is all the more important if one considers the student press a vital force in our society as does Ulysses J. Houston.

If such a review is undertaken and changes are proposed, one of the first that might be discussed is the question of ACEJMC Accreditation of sequences falling under the Secondary Education Division of AEJ.

[23] Barbara Hines, "A History of the Columbia Scholastic Press Association 1924-1981," The School Press Review 57 (Spring 1982) 7:40-74.

[24] Ibid.

[25] Ibid.

[26] Ibid.